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Integrating Islamic Values into Academic Supervision to Support SDG 4: A Multisite Case Study of Teacher Development in Two Faith-Based Primary Schools

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ABSTRACT

Objective: To investigate the implementation, operational challenges, and strategic outcomes of integrating prophetic virtues into a standardized instructional coaching framework within faith-based primary schools. **Method:** Employing a qualitative approach with a multisite case study design, this inquiry examined the academic supervision workflows at School A and School B in Indonesia. Data were generated through prolonged fieldwork triangulation, encompassing semi-structured in-depth interviews with 16 key informants (principals, vice-principals, and teachers), non-participant observations of clinical supervision cycles, and institutional document audits. Data were systematically analyzed using the constant comparative method. **Results:** The findings demonstrate that transforming the secular GROW model into a spiritually responsive "Prophetic-GROW framework" successfully operationalizes abstract values amanah, lillah orientation, shidq, shura, ta'awun, and tawakkul into structured supervisory behaviors. This framework builds high psychological safety and mitigates evaluation anxiety, resulting in 62.50% of educators at School A and 65.22% at School B achieving "excellent" pedagogical mastery. However, the study identifies a persistent dual-role dilemma where heavy administrative and budgetary duties constrain the principal's coaching time. **Novelty:** Bridging the empirical gap between secular performance-driven coaching models and theological ethics by developing a comprehensive Prophetic GROW Model for academic supervision. The model demonstrates that integrating Islamic values into coaching creates a supportive psychological climate that enhances teachers' pedagogical competence and professional growth, thereby contributing to SDG 4 (Quality Education) through value-based teacher development and improved educational quality.

INTRODUCTION

The pursuit of pedagogical excellence within primary education has become a core focus of global educational reforms in the 21st century. Within faith-based institutions, such as Integrated Islamic Elementary School, this challenge is multifaceted. Educators in these settings are mandated not only to fulfill national academic standards but also to act as moral exemplars (uswatun hasanah) who internalize prophetic virtues within the student body (Bush, 2020). To maintain this dual competence, academic supervision is vital. Historically, supervision has been implemented as a bureaucratic, top-down audit aimed at monitoring compliance (Glickman et al., 2017). However, modern educational management scholarship increasingly advocates for a shift toward collaborative, non-directive paradigms, with instructional coaching emerging as a highly effective model for sustainable teacher professional development (Whitmore, 2009; Grant, 2011).